

PENDRAGON COMMUNITY PRIMARY SCHOOL

ASSESSMENT POLICY



Approved by: FGB

Date: November 2021

Next review due by: November 2023

Assessment should 'do no harm' (Gordon Commission 2013)

.. the sad truth is that assessment across the world is harming young people. It leads too many students to conclude that they are failures, damages their wellbeing and distracts from the real job of improving educational standards for all young people.

There is a growing consensus that, to thrive in life today, young people need to develop dispositions such as creativity, critical thinking and collaboration along with high-levels of oracy, all grounded in subject discipline or a real-world context. Above all, society needs deeper thinking across a range of subjects. Bill Lucas

1. Introduction

This policy outlines the purpose, nature and management of assessment at Pendragon Community Primary School. Assessment compliments and assists teaching and learning; plays an integral part in teachers' planning and evaluates pupil achievement. The best form of assessment results from ongoing dialogue and interactions with children, which provides the soundest judgments of pupils.

2. Purpose of assessment:

- to find out what our children know and understand
- to use information generated to assist in the planning of work that accurately reflects the needs of each child
- to help children understand what they need to do next to improve their work
- to provide accurate information for families
- to contribute towards accountability data

3. Covid update

The Sutton trust has reported on the disparity of access and support to learning during Covid (financial and academic) for children from disadvantaged backgrounds. At Pendragon we found that some disadvantaged pupils commented that their parents had difficulty supporting them to access the learning, despite the extra support and resources we provided. We also found that some non-disadvantaged pupils had difficulties because their parents were working from home and found it too demanding to support home learning effectively.

Our assessment systems aim to close the attainment gap by supporting all pupils whatever their lockdown experiences by analysing gaps and misconceptions then by adjusting teaching and learning accordingly.

4. Assessment approaches

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment. See table in appendix one for details.

Formative Assessment

This is ongoing assessment carried out by teachers both formally and informally during learning. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Day to day observations are noted in the Grab and Go book where a child needs further support on an area of learning. The marking policy outlines how feedback is given. Teachers identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons Pupils can

measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve. End of unit tasks against success criteria show progress within maths and English units.

Summative Assessment

Summative assessment provides data for leaders to analyse, in order to plan future spending, staff deployment and continuous professional development for staff. It gives teachers information on which to evaluate learning and the impact of their own teaching. Summative assessment helps pupils to understand how well they have learned and understood a topic or course of work taught over a period of time and it can be used to provide feedback on how they can improve. It enables parents to stay informed about the achievement, progress and wider outcomes of their child across the year.

We make use of assertive mentoring, age-related testing and standardised scores from online assessments (PiRA, PUMA) These assessments and SAT tests provide information of progress over time and highlight gaps in learning. PUMA PiRA is linked to an intervention programme called Shine, which provides materials and support for groups and individuals based on their difficulties highlighted in the assessments.

PUMA and PiRA assessments enable staff to assess a large amount of information with minimal workload. Analysis through 'Mark' is accessible and comprehensive, allowing teachers to focus on pupils' attainment and progress rather than spending excessive time on marking.

Writing is assessed against success criteria for each unit and then moderated in teams; in whole school meetings (and in non Covid years) at moderation meetings with local cluster schools including Swavesey Village College.

There is an assessment schedule for SEND pupils as required by their needs using, Sandwell, YARC, Phab, and Boxall profile.

Annual summaries of teacher assessment, practice papers and PUMA PiRA tests are recorded on the Aspire FFT platform.

Nationally standardised summative assessment

Nationally standardised summative assessment enables SLT to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment. Teachers can understand national expectations and assess their own performance in the broader national context. Pupils and parents understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)
- Multiplication tables check in year 4

The assessment of foundation subjects

At Pendragon, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Our curriculum is the progression document that children are assessed against. The expectation is that children will meet these expectations because they are what has been taught 'a curriculum related expectation' (Didau) Products will provide opportunities for children to work independently on an outcome to demonstrate in-depth understanding of their knowledge and skills of each unit. Products could be physical or ephemeral, for example performing a play; a P4C discussion; a speech or a musical performance. These outcomes may also include collaboration, critical thinking and communication with a strong oracy focus. We will assess whether children have met the curriculum related expectation or not. For children who do not meet the standard, scaffolds to support learning will be provided. For those that do, learning opportunities will be made available to facilitate working at greater depth. Appendix 2

EYFS

When forming a judgement about whether an individual child is at the expected level of development, teachers will draw on their knowledge of the child and use their own professional judgement. This will be sufficient evidence to assess a child's individual level of development in relation to each of the Early Learning Goals.

5. Reporting to parents

Parents will receive 2 parents meetings (either face to face or via Teams) and an annual written report that will meet the statutory requirements of giving:

Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development

Comments on general progress

Arrangements for discussing the report with the pupil's teacher

The pupil's attendance record to include

- The total number of possible attendances for that pupil, and
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

The results of any public examinations taken, by subject and grade

6. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will

have the same high expectations of all pupils. However, this should account for needs of the pupil as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties. The pre-key stage descriptors will be used for pupils working below a key stage.

7. Training

CPD will be provided for staff in current assessment principles and methods. Teachers will have support to access continuing professional development opportunities on assessment and in areas highlighted by data. The assessment lead, the team leaders and the CPD lead will work together to decide on these priorities.

8. Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Assessment lead

The assessment lead is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy. The assessment and provision assessment schedule sets out the school expectations
Appendix 3

9. Monitoring

This policy will be reviewed bi-annually by the assessment lead. At every review, the policy will be shared with the curriculum and monitoring committee of the governing board.

All teaching staff are expected to read and follow this policy. Team leaders and the assessment lead responsible for ensuring that the policy is followed. The CPD lead will support with staff development needs highlighted in the analysis of assessment data.

The assessment lead and team leaders will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutinies, pupil progress meetings.

10. Links with other policies

This assessment policy is linked to:

- Teaching and Learning
- Marking and Feedback

11. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

| Appendix 1 | |
|--|--|
| <p>Examples of techniques used for formative assessment</p> | <p>Formative Examples of techniques for formative assessments</p> <p>Double page spread P4C type discussions Verbal presentations e.g. speech Marking and feedback linked to the success criteria Self-assessment Peer assessment Book conferences Observation of pupils working Diagnostic questions e.g. in Maths Questioning techniques e.g. ABC Show me Whole class feedback</p> <p>Marking and feedback to children, both written and oral, are important aspects of assessment.</p> |
| <p>Summative assessment</p> | <p>We make use of age-related testing and standardised scores from online assessments (PIRA, PUMA) to identify individual and class gaps that feed directly into next steps, individual targets, support groups and planning.</p> <p>Writing moderation meetings SEND Sandwell, YARC, Phab, Emotional</p> <p>Summative assessment provides data for team leaders, the assessment lead, the CPD lead, the SENDCo to analyse, in order to plan future spending to support catch up, booster classes, staff deployment and continuous professional development for staff</p> |
| <p>National Statutory Assessments</p> | <p>EYFS profile and Reception Baseline Assessment SATS Y2 Y6 Phonics check Y1 Multiplication tables check Y4</p> |

Appendix 2 Examples of curriculum products

| Subject | Threshold Concept | Curriculum product | Threshold Concept | Curriculum Product | Threshold Concept | Curriculum Product | Threshold Concept | Curriculum Product |
|-----------|------------------------------------|--|------------------------------------|--|--|----------------------------|--------------------------|-----------------------------|
| Geography | To investigate places | Double page spread – 'Near and Far' Village Walk | To investigate patterns | Double page spread – 'Near and Far' | To communicate geographically | Map of locality | | |
| History | Investigate and interpret the past | Double page spread – The Great Fire of London | Build an overview of world history | Florence Nightingale Recount | Understand chronology | Class timeline | Communicate historically | Double page spread/ recount |
| Art | To develop ideas | Sketchbooks | To master techniques | Penguins - sculpture Fruit cross-sections – pastels Inuit art – drawing Minibeasts – printing Firebird feathers - painting | To take inspiration from the greats (classic and modern) | William Morris style tiles | | |

Appendix 3 Assessment and provision planning cycle

| EYFS | | | | | |
|--|--|--|--|---|---|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| First two weeks RBA | Phase 2 phoneme recognition set 1-3 | End of ½ term | End of ½ term | End of ½ term | June complete EYFSP |
| Ongoing Can children hear initial phonemes? Can children blend orally? | December Phase 2 phoneme recognition – all | Phase 2 phoneme recognition – all | Phase 2 phoneme recognition – all | Phase 3 phoneme recognition – all | End of ½ term Phase 3 phoneme recognition – all |
| Pupils understanding of Early Principles of counting | HFW word wallet recognition phase 2 | Phase 3 phoneme recognition – taught sets HFW word wallet recognition phase 2 & 3 | Phase 3 phoneme recognition – all HFW word wallet recognition phase 2 & 3 | HFW word wallet recognition phase 3 & 4 | HFW word wallet recognition phase 3 & 4 Phonics screening check first 20 words |
| Complete KIRFs tracker for 3 & 4 year olds | KIRFs tracker | KIRFs tracker | KIRFs tracker | KIRFs tracker | KIRFs tracker |
| Identify children with poor fine and/or gross motor skills | Prepare ERT for phase 2 phonemes and words ready for Jan start | Prepare ERT for phase 2 phonemes and words ready for Sp2 start | Prepare ERT for phase 3 phonemes and words ready for Su1 start | Prepare ERT for phonemes and words ready for Su2 start | Prepare ERT for phonemes and words ready for Year 1 |
| RAG baseline on new YR assessment grid | End of ½ term RAG Autumn term on new YR assessment grid | | End of ½ term RAG Spring term on new YR assessment grid | End of ½ term RAG Summer term on new YR assessment grid | End of ½ term YR assessment grid for children who did not achieve GLD |
| Prepare provision map to begin Au2 | Review/prepare provision map to begin Sp 1 | Review/prepare provision map to begin Sp2 | Review/prepare provision map to begin Su1 | Review/prepare provision map to begin Su2 | Review provision map |
| Year 1 | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| End of week 2 complete EYFS assessment grid for children who did not achieve GLD | End of ½ term | End of ½ term | End of ½ term | End of ½ term | June complete EYFSP |
| | Phase 3 phoneme recognition all | Phase 3 phoneme recognition all | Phase 3 phoneme recognition all | Phase 3 phoneme recognition all | End of ½ term |
| End of ½ term | Phase 5 phoneme recognition sets taught | Phase 5 phoneme recognition sets taught | Phase 5 phoneme recognition sets taught | Phase 5 phoneme recognition sets | Phase 3 phoneme recognition – all |
| Phase 3 phoneme recognition all | Phonics screening check | Phase 5 HFW taught | Phase 5 HFW taught | Phase 5 HFW | HFW word wallet recognition |

| | | | | | |
|--|--|--|---|--|--|
| Phase 5 phoneme recognition set 1 and 2 Phase 5 HFW taught KIRFs tracker – number bonds to 6 End of ½ term highlight/date EYFS assessment grid Review provision map & prepare new Prepare ERT for Jan start | first 20 words Phase 5 HFW taught PUMA & PIRA for MA pupils KIRFs tracker – number bonds to 9 End of ½ term highlight/date EYFS assessment grid Review provision map & prepare new Prepare ERT for Jan start | KIRFs tracker – doubles & halves to 10 End of ½ term highlight/date EYFS assessment grid Review provision map & prepare new Prepare ERT for phonemes and/or words ready for Sp2 start | Phonics screening check first 20 words PUMA & PIRA for pupils on track KIRFs tracker – number bonds to 10 End of ½ term highlight/date EYFS assessment grid Review provision map & prepare new Prepare ERT for phonemes and/or words ready for Su1 start | KIRFs tracker – time to the nearest hour/half hour (mad maths minutes) End of ½ term highlight/date EYFS assessment grid Review provision map & prepare new Prepare ERT for phonemes and/or words ready for Su2 start | phase 3 & 4 Phonics screening check PUMA & PIRA for pupils on track KIRFs tracker – number bonds 11,12,13,14 (mad maths minutes) End of ½ term highlight/date EYFS assessment grid Review provision map |
|--|--|--|---|--|--|

| Years 2-6 | | | | | |
|--|--|--|---|--|---|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Review/prepare provision map to begin Au 2 Pupil progress discussion with assessment lead. Target setting (during PPA time). In first 2 weeks: Key words ERT BM (June data could be used here) Parents evenings PP/SEND parent meetings and review of targets Y2/Y6 booster provision Appraisals | Review/prepare provision map to begin Sp 1 Writing moderation Sandwell YARC PHAB BM PIRA PUMA | Review/prepare provision map to begin Sp 2 Pupil progress discussion with assessment lead Y2/Y6 booster provision Y2/Y6 booster provision Parent/Teacher Consultation Meetings Reports to be discussed at parent consultations PP/SEND parent meetings and review of targets | Review/prepare provision map to begin Su 1 Writing moderation provision Appraisal observations and mid-term reviews complete. Writing moderation Y1 practise phonics screening. Y2 practise test Maths and Reading. Y2 and Y6 consider need for extra time and pupils disappled from | Review/prepare provision map to begin Su 1 Y2/Y6 booster provision Deadline for notification of pupils disappled from Statutory Assessments or requiring additional time. SATs admin ERT mid review | Review provision map DHT PP 360 obs SENDCo SEND 360 obs AfA/SEND parent meetings and review of targets Sandwell YARC Benchmark Key words BM PIRA PUMA ERT post review Reports exported by deadline to CAS. Handover to include: • Ranked assessment |

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|---|---|--|--|--|--|
| <p>complete. DHT PP obs SENDCo SEND obs</p> <p>NB: Red indicates testing schedule. AM is for all children but other assessments are for SEND/PP pupils and will provide entry and exit data for provision maps. <u>Diagnostic testing needs to be 6 months apart.</u></p> | | | <p>Statutory Assessments (Governors & parent notified to give time to appeal). DHT PP obs SENDCo SEND obs BM PIRA PUMA ERT</p> | | <p>lists using assessment bands (WTS, EXS, GDS) and Assertive Mentoring, Skills lists etc. Moderation and assessment staff meeting.</p> <ul style="list-style-type: none"> • Flag up specific additional assessments for AfA, PP and SENCo children where relevant. • Books, parent evening notes, SEND info to be handed over (last staff meeting of the year). • SENDCO – allocate September TA timetable <p>Teacher Appraisal Review and Salary Panel form completed and filed by end of July.</p> |
| <p>Ongoing in teams</p> | <p>Work scrutiny Pupil voice Assessment of products against curriculum progression document</p> | | | | |